

## Year 2 Summer Term Curriculum Overview 2021

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	
MATHEMATICS	<p><b>On-going application of mental, communication, problem solving and reasoning skills.</b></p> <p><b>Spring 2 Lockdown catch up</b></p> <p><b>Ready to Progress Guidance –</b>  <b>2NPV–1</b> Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and nonstandard partitioning  <b>2NPV–2</b> Reason about the location of any two digit number in the linear number system, including identifying the previous and next multiple of 10  <b>2NF–1</b> Secure fluency in addition and subtraction facts within 10, through continued practice.  <b>2AS–1</b> Add and subtract across 10  <b>2AS–2</b> Recognise the subtraction structure of ‘difference’ and answer questions of the form, “How many more...?”  <b>2AS–3</b> Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two digit number  <b>2AS–4</b> Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two digit numbers  <b>2MD–1</b> Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables  <b>2MD–2</b> Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division)  <b>2G–1</b> Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.</p> <p><b>Rest of Year 2 curriculum</b></p> <ul style="list-style-type: none"> <li>• To identify, represent and estimate numbers using different representations, including the number line</li> <li>• To compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>• To recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>• To read and write numbers to at least 100 in numerals and in words</li> <li>• To add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers</li> <li>• To apply their increasing knowledge of mental and written methods</li> <li>• To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> <li>• To use place value and number facts to solve problems</li> <li>• To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>• To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> <li>• To solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>• To compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> <li>• To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>• To interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>• To choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>• To double and halve multiples of 10 and 5 and 2-digit numbers (non-statutory)</li> <li>• To recognise, find, name and write fractions 1/3, 1/4, 2/4, and 3/4 of a length, shape, set of objects or quantity</li> <li>• To write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.</li> </ul>						Assessment Week	HALF TERM	<p><b>On-going application of mental, communication, problem solving and reasoning skills.</b></p> <p><b>Ready to Progress Guidance –</b>  <b>2NPV–1</b> Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and nonstandard partitioning  <b>2NPV–2</b> Reason about the location of any two digit number in the linear number system, including identifying the previous and next multiple of 10  <b>2NF–1</b> Secure fluency in addition and subtraction facts within 10, through continued practice.  <b>2AS–1</b> Add and subtract across 10  <b>2AS–2</b> Recognise the subtraction structure of ‘difference’ and answer questions of the form, “How many more...?”  <b>2AS–3</b> Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two digit number  <b>2AS–4</b> Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two digit numbers  <b>2MD–1</b> Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables  <b>2MD–2</b> Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations  <b>2G–1</b> Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.</p> <p><b>Rest of Year 2 curriculum</b></p> <ul style="list-style-type: none"> <li>• To solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving quantities and measures</li> <li>• To add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers</li> <li>• To recognise and use the inverse relationship between addition and subtraction</li> <li>• To recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>• To find different combinations of coins that equal the same amounts of money</li> <li>• To count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>• To recall multiplication and division facts for the ×3 table (Y3)</li> <li>• To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> <li>• To show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>• To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</li> <li>• To choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>• To tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</li> <li>• To compare and sequence intervals of time</li> <li>• To apply their increasing knowledge of mental and written methods</li> <li>• To add and subtract numbers using concrete objects, pictorial representations, and mentally: two two-digit numbers</li> <li>• To recall multiplication and division facts for the ×3, ×4 table (Y3)</li> <li>• To compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>• To recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>• To recognise the place value of each digit in a three-digit number (hundreds, tens, ones) (Y3).</li> </ul>						Assessment Week

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<b>ENGLISH</b>	<p><b><u>POR - Claude In The City</u></b></p> <ul style="list-style-type: none"> <li>To respond to illustrations</li> <li>To predict and infer</li> <li>To describe using noun phrases</li> <li>To write poetry about the city using rhyming words</li> <li>To write a report on caring for an animal.</li> </ul> <p><b>Writing Outcomes</b></p> <ul style="list-style-type: none"> <li>Predictions</li> <li>Description</li> <li>Poetry</li> <li>Non-fiction report.</li> </ul>						
<b>SCIENCE</b>	<p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>To observe and describe how seeds and bulbs grow into mature plants</li> <li>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p>Scientist/expert focus: Joseph Banks – botanist, advised King George III on Kew Gardens</p>						
<b>HISTORY</b>							
<b>GEOGRAPHY</b>	<p><b><u>What are the wonders of our world?</u></b></p> <ul style="list-style-type: none"> <li>To revise the human and physical geography of our local area’ and identify the UK’s ‘wonders’</li> <li>To identify and describe the world’s highest mountain, giving reasons why it is a physical wonder</li> <li>To identify the major rivers in different continents of the world</li> <li>To know the difference between a river and a desert</li> <li>To identify ancient world wonders, and compare them with those built in the last hundred years</li> <li>To identify new world wonders in the UK and beyond</li> <li>To explain and describe the world wonders that we have learned about.</li> </ul>						
<b>ART</b>	<p><b><u>Nature Sculptures</u></b></p> <ul style="list-style-type: none"> <li>Develop their ideas through talk</li> <li>Begin to select tools and materials; use correct vocabulary to name and describe them</li> <li>Build 3d art structures, exploring variety of materials in nature, e.g. clay, twigs, leaves, tin foil etc</li> <li>Understand the safety and basic care of materials and tools</li> <li>Experiment with, construct and join recycled, natural and man-made materials more confidently</li> <li>Evaluate their work against their initial ideas</li> <li>Use digital media to display work</li> <li>Express clear preferences about their artwork and work of others. Giving reasons, e.g. I like this because....</li> </ul> <p><b><u>Artist:</u></b> Andy Goldsworthy</p>						
	<p><b><u>POR – Diary Of A Killer Cat</u></b></p> <ul style="list-style-type: none"> <li>To persuade using conjunctions and justifying responses</li> <li>To debate for and against</li> <li>To write an argument using persuasive writing techniques</li> <li>To write a character description</li> <li>To write an alternative ending</li> <li>To write a diary entry in role.</li> </ul> <p><b>Possible Writing Outcomes</b></p> <ul style="list-style-type: none"> <li>Persuasive</li> <li>Debate</li> <li>Argument</li> <li>Character description</li> <li>Creative Writing- setting</li> <li>Diary.</li> </ul> <ul style="list-style-type: none"> <li>Revision of previous topics</li> <li>Consolidation of working scientific skills.</li> </ul>						
	<p><b><u>Who are our local heroes?</u></b></p> <ul style="list-style-type: none"> <li>To understand what makes a hero, and identify some local heroes from the past</li> <li>To examine an image as a source to find out about a person in the past</li> <li>To use an object as a source to find out about a person in the past</li> <li>To use a document as a source to find out about a person from the past</li> <li>To be able to use a visit or visitor to find out about a local hero</li> <li>To decide who the greatest local hero is</li> <li>To create a ‘local hero’ class museum to share findings.</li> </ul>						

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COMPUTING	<b>COMPUTING STRAND: Information Technology</b> <b>Unit 2.6 Creating Pictures – Programs; 2Paint A Picture Writing Templates</b> <ul style="list-style-type: none"> <li>To be introduced to 2Paint A Picture. To look at the impressionist style of art (Monet, Degas, Renoir)</li> <li>To recreate pointillist art and look at the work of pointillist artists such as Seurat</li> <li>To look at the work of Piet Mondrian and recreate it using the Lines template</li> <li>To look at the work of William Morris and recreate it using the Patterns template</li> <li>To explore surrealism and eCollage.</li> </ul>					Catch up /consolidation
PE	<b><u>Hit Catch and Run – Unit 1</u></b> <ul style="list-style-type: none"> <li>To work as a team to field a ball back to a base</li> <li>To run and touch cones to score points</li> <li>To participate in a variety of roles</li> <li>To run quickly and to correct areas to score point</li> <li>To work to better runs scored</li> <li>To use kicking to send a ball to score points</li> <li>To use under arm throwing skills to feed/bowl a ball to a player</li> <li>To position body to perform stepping action for bowling</li> <li>To use bowling/feeding skills in a game situation</li> <li>To experiment with different bats to see which are easier and harder to hit with</li> <li>To make choices about where you are going to hit the ball</li> <li>To stand in positions ready to catch a ball</li> <li>To field to catch and throw to teammates to stop opponent scoring runs</li> <li>To play as part of a team to field and hit to score</li> <li>To apply simple tactics to game play</li> <li>To play in different roles and positions.</li> </ul>					

<b><u>Puppets</u></b> Start to generate ideas by drawing on their own and other people's experiences Begin to develop their design ideas through discussion, observation, drawing and modelling Identify a purpose for what they intend to design and make Begin to select tools and materials; use correct vocabulary to name and describe them Learn to use hand tools safely and appropriately Start to assemble, join and combine materials in order to make a product Demonstrate how to cut, shape and join fabric to make a simple product Use basic sewing techniques Start to choose and use appropriate finishing techniques Start to evaluate their products as they are developed, identifying strengths and possible changes they might make With confidence talk about their ideas, saying what they like and dislike about them.		
<b><u>Designers:</u></b> Jim Henson (designer of 'The Muppets, Sesame Street, etc)		
COMPUTING	<b>COMPUTING STRAND: Information Technology</b> <b>Unit 2.8 Presenting Ideas – Programs; 2Connect (Mind Map), 2Create a Story (ebook), 2Quiz Writing Templates.</b> <ul style="list-style-type: none"> <li>To explore how a story can be presented in different ways</li> <li>To make a quiz about a story or class topic</li> <li>To make a fact file on a nonfiction topic</li> <li>To make a presentation to the class.</li> </ul>	Catch up/consolidation
<b><u>Run, Throw and Jump – Athletics Unit 1</u></b> <ul style="list-style-type: none"> <li>To play with a partner to gather objects from around the room</li> <li>To count objects gathered to record a score</li> <li>To be aware of others around when running</li> <li>To recognise powerful actions</li> <li>To explore different ways to generate power to start different actions such as running jumping, hopping and striding.</li> <li>To participate in obstacle relay</li> <li>To modify movements to adapt to task e.g. doing a burpee and then jumping on a box top</li> <li>To participate in three different throwing games</li> <li>To use a variety of different throws according to the game</li> <li>To explore which throws are between for accuracy, which are better for distance and which are better for height</li> <li>To copy and repeat actions with accuracy</li> <li>To analyse performance to judge differences in the game at the beginning and at the end</li> <li>To perform a variety of static and dynamic balances</li> <li>To identify the difference between a static and dynamic balance</li> <li>To device own static and dynamic balance sequence.</li> </ul>		

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<b>MUSIC</b>	<p><b>Unit: Friendship Song</b>  <b>Styles covered (Historical context): Pop, Soul, Film, Musicals</b></p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth</p> <p><b>MUSIC STRAND: Listen &amp; Appraise:</b></p> <ul style="list-style-type: none"> <li>• Begin to recognise styles, find the pulse, recognise instruments, listen, and discuss other dimensions of music.</li> </ul> <p><b>MUSIC STRAND: Musical Activities:</b></p> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Continue to internalise, understand, feel, know how the dimensions of music work together</li> <li>• Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics.</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Continue to sing, learn about singing and vocal health</li> <li>• Continue to learn about working in a group/band/ensemble.</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>• Continue to play a classroom instrument in a group/band/ensemble.</li> </ul> <p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>• Continue to explore and create your own responses, melodies and rhythms.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Continue to create your own responses, melodies and rhythms and record them in some way.</li> </ul> <p><b>MUSIC STRAND: Perform/Share</b></p> <ul style="list-style-type: none"> <li>• Continue to work together in a group/band/ensemble and perform to each other and an audience</li> <li>• Discuss/respect/improve your work together.</li> </ul>	<p><b>Unit: Reflect, Rewind and Replay</b>  <b>Styles covered (Historical context): Western Classical Music and your choice from Year 2</b></p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth</p> <p><b>MUSIC STRAND: Listen &amp; Appraise:</b></p> <ul style="list-style-type: none"> <li>• Begin to recognise styles, find the pulse, recognise instruments, listen, and discuss other dimensions of music.</li> </ul> <p><b>MUSIC STRAND: Musical Activities:</b></p> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Continue to internalise, understand, feel, know how the dimensions of music work together</li> <li>• Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics.</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Continue to sing, learn about singing and vocal health</li> <li>• Continue to learn about working in a group/band/ensemble.</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>• Continue to play a classroom instrument in a group/band/ensemble.</li> </ul> <p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>• Continue to explore and create your own responses, melodies and rhythms.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Continue to create your own responses, melodies and rhythms and record them in some way.</li> </ul> <p><b>MUSIC STRAND: Perform/Share</b></p> <ul style="list-style-type: none"> <li>• Continue to work together in a group/band/ensemble and perform to each other and an audience</li> <li>• Discuss/respect/improve your work together.</li> </ul>
<b>RSHE/PSHE</b>	<p><b>RSHE</b></p> <ul style="list-style-type: none"> <li>• To describe some of the similarities and differences between boys and girls</li> <li>• To understand that some people have fixed ideas about what boys and girls can do</li> <li>• To describe some differences between male and female animals. They understand that making a new life needs a male and a female</li> <li>• To know and use the correct names for the main parts of the body of boys and girls</li> <li>• To understand it is important to look after their bodies because that can help them have a healthy lifestyle. They understand that everyone's body is different and that we celebrate difference.</li> </ul> <p><b>Autism Awareness Week</b></p> <p>To appreciate that not everyone communicates or shows their emotions in the same way.</p>	<p><b>My Money Week - Financial Education</b></p> <ul style="list-style-type: none"> <li>• To describe where money comes from, e.g. earn, win, borrow, and find, pocket money, presents. To understand why we need to work to earn money when we are older</li> <li>• To know they have choices about how they spend their money. To explore choices and make informed decisions about spending money</li> <li>• To understand that we might not always be able to have things we want</li> <li>• To know that they can keep money in different places and that some are safer than others</li> <li>• To choose different places to keep money safe and explain why</li> <li>• To beginning to understand the consequences of losing money (lost or stolen) and how it might make them feel.</li> </ul> <p><b>British Values</b></p> <p><b>The Rule of Law</b></p> <ul style="list-style-type: none"> <li>• To know what is right/ wrong and can apply this in my life</li> <li>• To understand the need for rules</li> <li>• To know that everyone in a community has rights and responsibilities</li> <li>• To know who helps me in school and in the wider community.</li> </ul> <p><b>Individual Liberty</b></p> <ul style="list-style-type: none"> <li>• To develop an awareness of my own needs, views and feelings</li> <li>• To talk about how I feel</li> <li>• To be sensitive to and respect the feelings of others</li> <li>• To make decisions.</li> </ul>

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<b>FRENCH</b>	<p><b>Les Formes (Shapes)</b></p> <ul style="list-style-type: none"> <li>To name and recognise up to 10 shapes in French</li> <li>To attempt to spell some of these nouns</li> <li>To recognise that nouns are commonly associated with an article in French and in this case 'UN' or 'UNE'</li> <li>To have an opportunity to learn and/or revise numbers 1-5.</li> </ul>
<b>JS</b>	<p><b>Hebrew writing:</b></p> <ul style="list-style-type: none"> <li>To be able to recognise and write the letters peh, feh, final feh, tzaddi, final tzaddi, kuf, raish, shin, sin and tav in script.</li> </ul> <p><b>Chagim: Yom Haatzmaut</b></p> <ul style="list-style-type: none"> <li>To understand how Israel was created</li> <li>To know the key symbols of Israel</li> <li>To recognise Israeli currency</li> <li>To be able to place key cities on a map of Israel</li> <li>To recognise the Israeli flag and be able to replicate it.</li> </ul> <p><b>Chagim: Lag B'omer</b></p> <ul style="list-style-type: none"> <li>To understand the story of Rabbi Akiva and the link to lag b'omer</li> <li>To know the main customs of lag b'omer.</li> </ul> <p><b>Chagim: Shavuot</b></p> <ul style="list-style-type: none"> <li>To understand them meaning of the ten commandments</li> <li>To know the main customs associated to Shavuot and how they are linked</li> <li>To make cheese cake</li> <li>To know we read megillat Rut and Shavuot and a basic understanding of the story.</li> </ul> <p><b>Parasha:</b></p> <ul style="list-style-type: none"> <li>Parashat Tzariah/Metzorah – using your tongue wisely</li> <li>Parashat Acharei mot/Kedoshim – do not do to others what you would not like to be done to yourself</li> <li>Parashat Emor – showing our gratitude</li> <li>Parashat Behar/Bechukotai – the result of good behaviour</li> <li>Parashat Bamidbar – being satisfied with what we have.</li> </ul>

	<p><b>Petit Chaperon Rouge (Little Red Riding Hood)</b></p> <ul style="list-style-type: none"> <li>To sit and listen attentively to a familiar fairy tale (Little Red Riding Hood) in French</li> <li>To use picture and word cards to recognise and retain key vocabulary from the story</li> <li>To name and spell at least three parts of the body in French as seen in the story.</li> </ul>
	<p><b>Chumash:</b></p> <ul style="list-style-type: none"> <li>To understand what gematria is</li> <li>To be able to use gematria for numbers up to 499</li> <li>To know there are five books in the Torah and their names</li> <li>To know the difference between a chumash and sefer torah</li> <li>To understand the difference between a perek and pasuk</li> <li>To receive your first chumash</li> <li>To be able to use their new chumash.</li> </ul> <p><b>Chagim: Three Weeks</b></p> <ul style="list-style-type: none"> <li>To have a basic understanding of the three weeks and the customs linked to it.</li> </ul> <p><b>Hebrew Reading:</b></p> <ul style="list-style-type: none"> <li>To review all the rules we learnt since Reception.</li> </ul> <p><b>Parasha:</b></p> <ul style="list-style-type: none"> <li>Parashat Korach – avoiding quarrels</li> <li>Parashat Chukat/Balak – the power of words</li> <li>Parashat Pinchas – being rewarded</li> <li>Parashat Matot/Masei – showing gratitude</li> <li>Parashat Devarim – using past experiences to prepare for the future.</li> </ul>